CTET

English Pedagogy

&

Grammar

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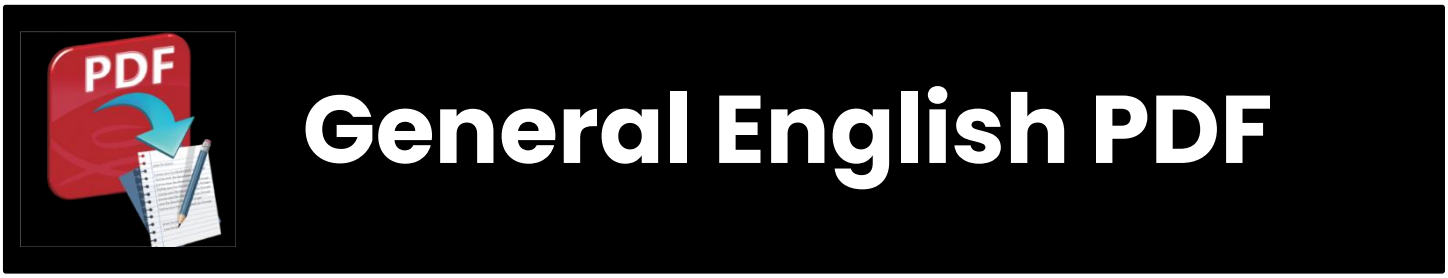
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1 Acquisition and Learning

Language:- The expression of meaningful words is called language. We use language to express our thoughts. Language is a systematic arrangement.
According to Sweet, "Expression of thoughts in phonetic words is language."
According to Bendriya, "Language is a type of symbol. Language is a combination of various signs and symbols by which a person expresses himself.

Acquisition of language

Assimilation of language while making adjustment with the environment is called acquisition. A child acquires language through observation. He observes how others communicate and imitates their style of talking. **Example-** a child learns his mother tongue by acquisition.

Learning of Language

When a child modifies his behavior to learn a language, then it's called "learning of a language". A child learns a language with the help of others.
Example- A child learns a second language.

Characteristics of Learning:-

1. Learning is an active process.
2. Learning is a combination of favorable experiences.
3. Learning is continues throughout life.
4. Learning is universal.
5. Learning is development.
6. Learning is a wise decision
7. Learning is a change in behavior
8. Learning is a target based activity
9. Learning is also possible by insight, re-enforcement, efforts etc.

Difference between Acquisition and Learning

Acquisition	Learning
1. Acquisition takes place in enriched language environment.	1. Learning is based on the learner's attention rather than his environment.
2. Language acquisition is a spontaneous and natural process.	2. Learning requires efforts.
3. In acquisition, use of various forms of the language is important.	3. In learning Grammar, course content and teaching of a language is important.
4. In acquisition, easy linguistic rules are made based on the linguistic factors in the environment.	4. In learning, defined rules of grammar must be learnt.
5. In acquisition, socio cultural qualities are easily assimilated.	5. In learning, different items of grammar are assimilated.
6. In acquisition, various concepts are created in mother tongue.	6. In learning, concepts can be created in both mother tongue & second language.

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OBJECTIVES OF LANGUAGE LEARNING

Some of the objectives for classes' I-V would include the following: [Primary stage is from class I to V. It is further divided into 2 stages (Stage 1 covers classes 1 and 2 and Stage 2 covers classes 3 to 5)]

Expected Learning/Objectives at Stage- I (Classes I and II)

- To familiarize learners with the language primarily through spoken input in meaningful situations (teacher talk, listening to recorded material, etc.)
- To help them comprehend spoken and written input provided by the teacher (through mother tongue, signs, visuals, pictures, sketches, gestures, single word questions and answers).
- To help learners build a working proficiency in the language, with the focus on listening with understanding and speaking (words, phrases, small sentences).
- To enable learners to recite and sing poems, songs and rhymes and enact small plays or skits.
- To help them become visually familiar with texts and word(s), their meaning, and understand the letter(s) and sounds of the language.
- To help them associate meaning with written and printed language.
- To use drawing and painting as introduction to writing and relate these activities to oral communication.

Expected Learning/Objectives at Stage - II (Classes III, IV, and V)M

- To build on learners' readiness for reading and writing.
- To provide print-rich environment to develop oral and written skills.
- To help learners understand the printed texts in terms of headings, paragraphs and horizontal lines.
- To enrich learners' vocabulary mainly through telling, retelling and reading aloud of stories/folktales in English.
- To use appropriate spoken and written language in meaningful contexts/ situations.
- To give learners an opportunity to listen to sounds and appreciate the rhythm and music of rhymes.
- To enable learners to relate words (poems and stories) with appropriate actions and thereby provide understanding of the language.
- To familiarize learners with the basic process of writing.

Alternative Conception of Language Learning

Language learning can be divided into two concepts.

1. **Behaviorist approach: -** Under this approach, a language is learnt by practicing again and again.
   Example- Thorndike, Skinner, Pavlov etc fall in this category.
2. **Cognitivist approach: -** This approach focuses on assimilation of language by mental approach.
   Under this approach, a language is learnt with the help of mind. Example – Psychologist Piaget, Vygotsky and Noam Chomsky etc advocated this approach.

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Learning of Language According to Psychologists

According to Skinner and I.P Pavlov

Skinner and I.P Pavlov are considered as behaviorists. According to them a language is learnt through practice, imitation and repetition. According to them, if a child practices, repeats and imitates the language again and again then he can quickly learn the language. A child can learn by imitating others. Learning a language by repeating and imitating a teacher's spoken words is called imitation approach.

According to Noam Chomsky

Skinner wrote in detail about language in his book '**Verbal Behavior**'. In the book, learning a language is dependent on practice, imitation etc. Noam Chomsky reviewed this book in '1959' and shook the foundation of review of behaviorism according to the review of Skinner Verbal Behavior.

Chomsky advocated that the capability to learn a language is present by birth and without it learning is impossible. Chomsky contributed innate proposition in development of a language. According to Chomsky, the pace at which children without education acquire words and grammar cannot be interpreted on the mere theories of learning. Children can even make those sentences which they've never heard before. All the children have a special period for language development. According to Chomsky language development is same as physical maturity and requires proper care. A child is born with universal grammar. A child can understand the grammar of every language he listens to.

According to Piaget

Behaviorists considered mind as a 'blank slate', whereas cognitivist Chomsky advocated that language is already present in human mind. According to Piaget, language development takes place on successful interaction between language and its cognitive system with the environment. Piaget rejected the hypothesis that claimed language capability is present by birth. According to Piaget's Constructivist approach, all cognitive system is developed by sensory motor mechanism by which a child develops many schemata based on Assimilation and Accommodation. According to him, a child learns a language by Egocentrism which means being self centered. So a child learns a language by self centeredness.

According to Vygotsky

In Vygotoky's language development, society & culture played an important role. According to him, a child's language is the result of his interaction with the society. According to Vygotsky during language development, a child indulges in:-

1. ***Inner Speech***
2. ***Social language***

A child indulges in self talk as well interacts with the society. In his experiments, Vygosky found that small children not only acquire composed text present in the society but also learn difficult prewriting techniques. A child gradually keeps learning complex words to form his vocabulary to interact with the outside word.

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Stephen Krashen's Theory of Second Language Acquisition

One more theory on language acquisition is given by Stephens Krashen , according to Stephen the language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill. Acquisition requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.

Here is the description of Krashen's Theory of Second Language Acquisition

The Krashen's theory of second language acquisition consists of five main hypotheses:

1. Acquisition-Learning hypothesis;
2. Monitor hypothesis;
3. Natural Order hypothesis;
4. Input hypothesis;
5. Affective Filter hypothesis.

1. Acquisition-Learning hypothesis:-

According to Krashen there are two independent systems of second language performance: Fist one is 'the acquired system' and the second one is 'the learned system'. The 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act.

2. Monitor hypothesis:-

The Monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar.

3. Natural Order hypothesis:-

The Natural Order hypothesis is based on research findings that suggested the acquisition of grammatical structures follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others late.

4. Input hypothesis:-

The Input hypothesis in Krashen's attempt is to explain how the learner acquires a second language – how second language acquisition takes place. Here we need to be very clear that the Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence.

5. Affective Filter hypothesis:-

The Affective Filter hypothesis embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. The variables included are : motivation, self-confidence and anxiety.

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Nature of Language:-

1. Language is a indicative resource of expression.
2. Language is related to thoughts.
3. Language is an acquired property, not an ancestral property.
4. Language is related to society and culture.
5. Language is learnt through imitation.
6. Language is a dynamic and changeable process.
7. Language follows the rule of synthesis to analysis.
8. Language is a behavioral subject.
9. Language cultivates various events of life.
10. Language is used in various references of life.
11. A language flourishes by the infusion of other languages.
12. The primary form of a language is based on signals because a child firstly learns signs.

Parts of Language

Language can be divided into following parts:-

1. ***Phoneme* –** It is the smallest unit of language. It doesn't have any meaning of its own but when attached with a word it modifies it. In other words, a phoneme is a unit of sound in speech. A phoneme doesn't have any inherent meaning by itself, but when you put phonemes together, they can make words.
   Examples- a, b, c, d etc.
2. ***Phonology-*** It is defined as the study of sound patterns and their meanings, both within and across languages.
3. ***Morpheme* –** It's a small unit of a word. After acquiring the knowledge of phoneme, a child starts learning words. Since mental development isn't complete, so a child speaks smaller words known as morpheme. In other words, it is the smallest unit of a word that provides a specific meaning to a string of letters.
   Examples – Car, Jar, Ram, Geeta, Dog, Cat etc.
4. ***Semantic* –** When all the words in a sentence have a meaning, then it's known as a semantic sentence. In this, language and the meaning of the words is stressed. In other words, the study of the meaning in a language conveyed by words, phrases and sentences is called semantic.
   Example – A teacher drinks tea. In this sentence, every word has a meaning, but we can't say "Teacher eats tea". because tea can't be eaten. We can only drink it.
5. ***Syntactically* –** It refers to the structure of the sentence. It means subject, object and verb should be at the correct place. Syntactically, every word is written in the order. In other words, in linguistics syntactically means the study of the rules that govern the ways in which words combine to form phrases, clauses, and sentences.
   Example – Madam is drinking tea. In this sentence, all the words are in the order. But if we write, "Madam tea drinking", then the order of the sentence becomes incorrect.
6. **Ellipsis:** An ellipsis (plural: ellipses) is a punctuation mark consisting of three dots. Use an ellipsis when omitting a word, phrase, line, paragraph, or more from a quoted passage. Ellipses save space or remove material that is less relevant.

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Different forms of Language

1. ***Mother Tongue*** **–** It's that language of the region where all the people use it to speak, write and exchange their thoughts. It's mostly learnt by acquisition.
2. ***Root Language*** **–** Every language is derived from some other language. All the languages are a part of some language family. Root language is a language from which another language is derived. **Example –** Many languages have been derived from sanskrit.
3. ***Dialect*** **–** When all the people of a specified region speak the same language, then it's known as a dialect.
   Example – Haryanvi, Gujrati, Rajasthani etc.
4. ***Foreign language-*** Apart from a country's mother tongue, all other languages are known as foreign languages. **Example** – Generally, Hindi is spoken in India, so English, German, French etc are foreign languages.

Bi – Lingual and Polyglotism

A child who can speak two languages is called bilingual. A polyglot can speak five to ten languages. Example – Hindi is prevalent in India, so if a child learns English, then English becomes his second language. After learning both Hindi and English, if a child also learns French, German etc then he's known as a polyglot. Many Indians use more than one language in their day-to-day life. So polyglotism is a way of life here. Polyglotism increases cognitive and pedagogical efficiency.

Aim of mother tongue teaching

At Primary level (I – V)

1. To teach reading to students in such a manner that they can pronounce corrects words.
2. To make student efficient in oral expression to express their mental feelings correctly.
3. To develop efficiency in understanding different subjects.
4. To express mental thoughts verbally as well as in written form.
5. To teach etiquettes to children.

At Secondary Level (VI –VIII)

1. To encourage the nature of self study in students.
2. To develop the feeling of beauty in students.
3. To provide the knowledge of Grammar to understand the purity of language.
4. To achieve the fixed goals of primary level at secondary level.

At Higher secondary level (IX –XII)

1. To develop the habit of studying writings of high-profile writers and to encourage self writing.
2. To develop the quality of interpreting beauty.
3. To understand the qualities and defects in a language.
4. To develop the nature of self study in students.
5. To develop high quality of self motivation & creativity.
6. To encourage participation in debates, story-telling and essay competitions.

Aims of teaching Hindi as a Mother Tongue

Thoughts originate from language. Firstly, a child expresses his thoughts in his mother tongue and later on links the thoughts with the second language. The aim

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of teaching language to a child is to develop the skills of listening, speaking, reading and writing. The aims of teaching Hindi as a mother tongue are as follows. (i.e. Pitch).

1. ***Receptive Aim*** **–** It means to receive something. It means to assimilate by listening or reading the content. We need to make the children capable of listening and reading to fulfill receptive aim.
   Example – Listening and reading are both receptive skills.
2. ***Productive Aim*** **–** Production means to present one's ideas and thoughts verbally or in writing in front of others. Expression of thoughts is very important in a person's life; otherwise he won't be able to exchange his thoughts. Productive skills should be developed in children so that they can express themselves.
   Example – Both writing and speaking are productive skills.
3. **Critical Aim –** The meaning of critical aim is to develop the skill of criticism. After mental development, children start reviewing all the content, poems etc after reading. They learn to differentiate under critical aim. It's important to create critical thinking so that a child can know about different areas of an object.
4. ***Constructive Aim-*** It's also known as creative aim. Constructive aim means to create original composition. It's the duty of the teacher to develop the writing skills in children so that they can express their thoughts in written words. Children should be asked to write about different areas like debates, poems, stories, letters etc to develop their creativity.
5. ***Attitudinal Aim –*** It means to develop appropriate point of view, habits and attitude in children. This aim lays stress on promoting sensitivity, love for the country and humanity in the children.

Teaching of poetry

Vishwanath writes- "Poetry is a rhythmic sentence."
Anandvardhan writes- "The soul of poetry is sound."
According to Shyam Sundar Dass -"Poem is an artistic language that's full of feelings."
After the interpretation of the findings of all the scholars, we can say that:-

1. Poetry is delightful.
2. In poetry rhythm, beat and music is important.
3. Poetry has a co-ordination with life.
4. Poetry has a feeling of beauty.

Aims of poetry Teaching

1. To make the students capable of reading poetry with correct emotions, pace and rise and fall.
2. To make students capable of understanding the poem after reading it themselves.
3. To boost the imagination power of students.
4. To make students understand the poem after someone else recites it.
5. To develop the liking for poems and literature in children.
6. To introduce children to human-life through poems.

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7. To impart the knowledge of a country's customs, traditions etc through poems.
8. To develop creativity in students so that they can create their own poems.
9. To make the students capable of critically reviewing poems.
10. To introduce various styles of poetry to the students.

Methods of Teaching Poetry

1. ***Dramatization Method-*** Many children poems and songs are based on drama. Children are naturally inclined towards drama. So such children poems should be selected which are related to the subject and can be read and operated through drama. This method can be used individually as well as in groups.
2. ***Method of Singing-*** In this method, firstly a teacher himself reads the poem with appropriate rhythm, beat and sounds. The teacher asks the students to imitate his spoken words. Then both the students and the teacher sing the poem.
3. ***Word- Meaning Methods-*** Under this method, a teacher explains the meaning of words at the time of teaching. While reading each sentence of the poem, the teacher explains the meaning of every difficult word and explains each line in a simple language.
4. ***Method of Explanation-*** In this method, the teacher explains in detail the important points while loudly reading the poem. The teacher explains the poem and asks questions from the students and based on their answers clarifies the meaning of the poem. This method is extremely beneficial for poetry teaching at the secondary and higher levels
5. ***Critical Analysis Method-*** This method is the comprehensive and changed form of the explanation method. Under this method, criticism of the poem takes place. Under this method, a poem is critically interpreted on the basis of art and emotion. The student learns the emotion, rhythm, and decoration (rhetoric) qualities of the poem. This method is used in higher classes.
6. ***Detailed Discussion Method-*** This method is the developed form of explanation method. Detail means discussion at length. In this method, a teacher tries to explain each emotion and word in depth. A teacher tries to philosophically explain and interpret various factors of a poem like emotion, rhythm, ornaments etc. This method is beneficial only for the higher classes.
7. ***Comparative Method-*** In this method, a teacher compares the poem with other poems. Taught poem can be compared to any similar poem by any method.
8. ***Part of Factor Method-*** In this method, a teacher asks his students to orally read the poem & then divides the poem in sequenced parts or pieces. Questions are formed from each word and sentence to study every part in detail.

Teaching of Prose

The prose has kept alive the cumulative knowledge of literature. Today the history, culture and civilization of human species is protected by prose. By using prose, the thoughts are exchanged among the human species.

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Aims of Teaching Prose

1. To impart students the right pace, rise & fall and rhythm.
2. To boost the nature of self study in students.
3. To impart the knowledge of scripts, vocabulary, idioms, phrases etc to students.
4. To make the students capable of acquiring the meaning of emotions.
5. To boost the ability of silent reading, observation, comprehension and imagination in students.
6. To build the interest of students in poetry.
7. To impart the knowledge of society, religion, country, religious beliefs, customs and various parts of a human life to students.
8. To develop the power of criticism and creativity in students.

Methods of Teaching Prose

1. ***Meaning Explanation Method-*** In this method, a teacher explains the meaning of the words in a sequence. This method is considered to be unscientific because students remain passive.
2. ***Explanation Method-*** In this method, after verbal reading the teacher explains the meaning of difficult words and explains the passage in a simple language.
3. ***Question- Answer Method-*** In this method, a teacher asks questions from the students. In this method, words and emotions are explained with the help of questions and answers. The teacher while checking the previous knowledge imparts new knowledge to the students.
4. ***Elective Method-*** At secondary level, the mixture of various methods can be used to effectively explain the prose. Using more than one method for teaching prose is called elective method.
5. ***Critical evaluation method-*** This method is used for higher classes. In this method, the concept is taught and its various aspects are explained critically by the teacher. Then the students are asked to evaluate the same prose in a critical manner. This method should be used only when the students are fully aware of all the aspects and skills of the prose and the language.

Steps Involved in Prose Teaching

Today every subject is taught according to the psychological system. Psychologist Herbert also gave a psychological system for teaching prose. Herbert advocated five formal steps in teaching prose:-

1. ***Preparation-*** The creation of environment by the teacher on entering the class and before teaching is called preparation. The teacher uses recall questions, lecture questions and obedient question for preparation.
2. ***Presentation-*** In this, a teacher sequentially links the previous knowledge of students to new facts and explains related concepts in simple glossary.
3. ***Comparison-*** In this, a teacher teaches by trying to make an adjustment between the previous and newly acquired knowledge by comparison. It requires great effort from the teacher.
4. ***Generalization-*** The teacher generalizes the taught content by various means. The teacher uses examples and rules for generalization.

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5. ***Application-*** In this method, a teacher tries to make his students apply the learned knowledge in various fields.

Teaching of Story

Munshi Premchand writes- "Story is a creation in which the writer tries to write about one part or one emotion of life.

Charles writes- "Story is a small creation of a passage in which real incidents of life are presented in artistic form.

Aims of Story Teaching

1. To enable the students to tell stories and express their thoughts verbally.
2. To develop the skills of listening and understanding in students.
3. To develop the interest of literature in students.
4. To develop the skills of imagination and memory in students.
5. To make students aware of social values, religious practices, old literature and various aspects of human life.
6. To develop interest and curiosity in students for the taught subject.
7. To encourage the students to write stories on their own.

Teaching of Play/Drama

Acharya Bharat Muni writes- "Drama is an experiment in which famous historical or imaginative event is staged to the certain audience.

Aim of Teaching Drama

1. To introduce the students to the field of drama.
2. To impart the knowledge of words, idioms and phrases to students.
3. To develop the vocabulary, observation, imagination, perception etc of students.
4. To introduce the students to various aspects of human life.
5. To teach students correct pronunciation, pace and sound.
6. To develop the quality of critical examination of drama in students.

Methods of Teaching Drama

1. ***Methods of Telling the Meaning-*** In this, a teacher himself does the loud reading of drama and presents it to the students. The teacher himself explains the meaning of words. The teacher only explains the plot of the drama and doesn't focus on other areas of the drama.
2. ***Method of Model Reading-*** In this method, a teacher presents the dialogues of all the characters with appropriate emotions, body operation and pronunciation.
3. ***Method of Stage Acting-*** In this method, children present the drama on stage. The teacher monitors them.
4. ***Method of Acting in the Class-*** It is the modified form of stage acting. In this method, students act in the class without any stage. It's a psychological and meaningful system. In this method, the students remain active and develop their language skills.

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CTET Previous Year Questions

June 2011 (Paper 1st Language 1st)

1. Lalita, a teacher of young learners, provides them with opportunities to play with clay, water and sand so as to
   (A) Build fine motor skills, especially of the fingers and thumb
   (B) Encourage play with no other objective
   (C) Please them and make them happy
   (D) Dirty their hands so that they may learn to wash them
2. Mary, a young teacher, believes in personalized learning because she thinks that
   (A) Every person must be exposed to learning
   (B) Every learner is unique and needs to be given a chance to develop to the best of their ability
   (C) All learners must learn on their own
   (D) Children must enjoy their learning
3. A teacher can cater to the learning styles of all the children by
   (A) Teaching every lesson thoroughly and revising the lessons
   (B) Testing the children frequently
   (C) Advising the children to join drawing/dance/music classes
   (D) Employing a variety of teaching methods and modes of assessment which cater to diversity among learners

June 2011 (Paper 1st Language 2nd)

4. Teachers do not give the meaning of new words to learners directly because
   (A) Learners already know the meaning of the words
   (B) Vocabulary will not be enriched
   (C) Learners do not like to be given the meaning of words
   (D) It prevents learners from discovering the meaning through puzzling out using clues
5. Which of the following is an instance of nonformal learning?
   (A) Children learning through correspondence lessons
   (B) Children learning to draw from their art teacher
   (C) Children learning to cook from their parents
   (D) Children learning a new game from friends

June 2011 (Paper 2nd Language 1st)

6. The Constructivist Approach to learning means
   (A) Involving the students in a variety of activities to encourage them to learn new words and structures by accommodating them with those that they have already learnt through a process of discovery
   (B) Teaching rules of grammar and consolidating through rigorous practice
   (C) Helping learners acquire new vocabulary by studying literature intensively
   (D) Teaching new words and structures using a variety of audio-visual aids followed by practice through drill

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7. Which of the following is suitable for making students responsible for their own learning?
   (A) Discouraging students from making decisions about how they learn best
   (B) Using technology to chat and network
   (C) Encouraging students to ask more and more questions
   (D) Giving a lot of homework, project work and assignments to improve language skills of students
8. Ania, while teaching paragraph construction, should draw attention to
   (A) A large variety of ideas
   (B) Originality of ideas
   (C) Topic sentence, supporting details and connectors
   (D) A range of vocabulary
9. Communicative Language Teaching is concerned with
   (A) Teaching of vocabulary and grammar through rules of spelling and language
   (B) Teaching language to learners for written tests
   (C) Interpreting grammar rules to suit the audience
   (D) Enhancing receptive and productive skills such as speaking, listening, reading and writing
10. 'Concrete Operational Stage' refers to those learners who are
   (A) Adolescents
   (B) At middle level
   (C) Toddlers
   (D) Adults

June 2011 (Paper 2nd Language 2nd)

11. Fluency in English can be developed through
   (A) Creating opportunities to use the target language for communication
   (B) The teacher talking for most of the time
   (C) The teacher being alert to spot the errors and correct them
   (D) Allowing students who are not confident to have the freedom to be quiet
12. An effective lesson for teaching a language begins with
   (A) Listing the learning objectives of the lesson
   (B) Presenting the content of the lesson
   (C) Recapitulation and motivation through fun activity
   (D) Writing on the blackboard
13. Some noise in the language class indicates
   (A) Indiscipline of learners
   (B) Teacher's lack of control over the class
   (C) Incompetence of the teacher
   (D) Constructive activities with learners engaged in language learning
14. Enquiry-based learning
   (A) Does not place students in thought provoking situations
   (B) Encourages quiet learners
   (C) Does not nurture creative thinking in students
   (D) Allows learners to raise questions
15. Effective learning takes place when students are
   (A) Passive
   (B) Interactive
   (C) Quiet
   (D) Good at preparing for examinations
16. A play can be best taught by
   (A) Making the students read it silently a number of times to

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understand the story
(B) Encouraging the students to stage the play after working in groups to understand the plot, characters etc.
(C) Asking a number of questions to test the comprehension of the students
(D) Conducting a test with specific questions on the story and grammar items

January 2012 (Paper 1st Language 1st)

17. The best way to sensitize young learners to rhythm and intonation is
(A) By making the learners listen to nursery rhymes and recite them effectively
(B) By making the learners copy out simple poems in neat handwriting
(C) By explaining the rules of phonetics in simple words
(D) By reading out poems in different meters and explaining them

18. Knowledge of more than one language
(A) Confuses the learners while learning a new language
(B) Is very helpful in teaching and learning a new language
(C) Cause interference in learning a new language
(D) Becomes a burden to the teacher in the language classroom

19. A 'sight word' is a vocabulary item
(A) That is to be learned by heart
(B) That helps in judging the effectiveness of the author's style
(C) That the reader recognizes and finds meaningful on sight without a complicated analysis
(D) That needs proper visual understanding of the context

20. A good introduction to a text should be
(A) A detailed explanation of the meaning of the text
(B) Blocking the student's active involvement by means of questioning
(C) Short and to the point
(D) Telling the students anything that they can find out for themselves by reading the text

21. Scanning means darting over much of a text to search for
(A) Difficult movie
(B) A specific item or piece of information that we wish to discover
(C) The central idea
(D) The opinion of the author

January 2012 (Paper 1st Language 2nd)

22. The main responsibility of a language teacher as a facilitator is
(A) To provide a lot of information and make the learners listen to it
(B) To strictly control the class and cover the syllabus in quick time
(C) To read the lessons aloud and provide explanation for each line
(D) To create number of opportunities for the learners to use the language meaningfully.

23. Which of the following will help learners take greater responsibility for their own learning?
(A) Controlled writing tasks
(B) Peer assessment

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(C) Summative Assessment
(D) Supervised reading sessions

24. When young learners are taught to improve their spelling and punctuation, they will
(A) Nurture their creativity
(B) Sharpen their listening skills
(C) Improve their accuracy
(D) Enhance their fluency

25. Instead of asking questions and getting answers from her learner's, a teacher gives some short texts and asks her learners to frame questions. Her primary objective is to
(A) Make the learners realize the difficulties faced by teachers in preparing question papers
(B) Enhance the learners' analytical and critical thinking
(C) Train the learners as good question paper setters
(D) Take their help during examinations

26. Under Constructivist Approach to language learning, learners are encouraged to
(A) Avoid errors completely
(B) Practice language drills mechanically
(C) Learn the grammar rules by rote
(D) Discover the rules of grammar from examples

27. After a story-telling session, the leaners are asked to change the ending of the story. This will help the leaners
(A) Develop library reference skills
(B) Evaluate the teacher's originally
(C) Become imaginative and creative
(D) Understand grammar better

28. When young learners are asked to read a text silently, they should be instructed
(A) To infer the meaning of new words from the context and read with comprehension
(B) To pay special attention to grammar items used in the passage
(C) To read fast even if they don't comprehend the meaning
(D) To stop reading whenever they encounter a difficult word or phrase

29. The primary objective of using role play is
(A) To promote the reading habit
(B) To improve the communicative competence
(C) To develop acting talent
(D) To evaluate dialogue writing skill

January 2012 (Paper 2nd Language 1st)

30. Constructivist approach to language teaching expects the teacher to
(A) Construct his own curriculum
(B) Make learners prepare their own textbooks
(C) Help constructs knowledge using their experiences
(D) Give pre-constructed knowledge to learners

31. When a test item expects the learners to use tense forms, voice, connectors, prepositions and articles accurately, such an approach can be called
(A) Integrated grammar testing
(B) Asserted grammar practice
(C) Mixed grammar task
(D) Improper grammar testing

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32. Minimal pairs are usually used to give practice in
    (A) Vocabulary
    (B) Structures
    (C) Pronunciation
    (D) Reading
33. 'Prediction' as a subskill is associated with
    (A) Summarizing
    (B) Note making
    (C) Reading
    (D) Drafting
34. A teacher gives many sentences and asks her students to arrange them into a letter using appropriate connectors. The skill that is chiefly involved in this task is
    (A) Expanding notes
    (B) Organizing
    (C) Rewriting
    (D) Collecting information
35. When a teacher uses lessons in Science and Social Science to teach language, such an approach can be termed as
    (A) Pluralistic language teaching
    (B) Discipline-wise language teaching
    (C) Language across the curriculum
    (D) Objective language teaching

January 2012 (Paper 2nd Language 2nd)

36. The most important feature of an effective language classroom is opportunity for learners to
    (A) Interact (B) Evaluate
    (C) Imitate (D) Relax
37. In learning a new language, multilingualism is
    (A) An asset
    (B) An interference
    (C) A burden
    (D) A methodology
38. Seating arrangement should be flexible in a language classroom because
    (A) It reduces the responsibility of the teacher
    (B) It helps the teacher in maintaining discipline
    (C) It helps learners change their places frequently
    (D) It facilitates pair work and group work
39. Learners acquire a language by
    (A) Analyzing the structure of the language
    (B) Studying the literature of that language
    (C) Learning about the culture of the speakers of that language
    (D) Using the language in a natural interactive environment
40. Teachers should not give corporal punishment to learners because
    (A) It is risky
    (B) It creates stress and fear in learners
    (C) It is only an emotional release for the teachers
    (D) It makes parents very angry
41. All-round development of a child implies
    (A) Harmonious development of physical, emotional and mental faculties
    (B) Specialized training to make the learner a 'Jack of all Trades'
    (C) Following the natural stages of child development
    (D) Providing vocational education for the learner to function in any work environment

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42. A teacher should help the learners acquire rich imagination and ability to think out of the box to develop the learners' skill of
    (A) Telling stories
    (B) Generating new ideas
    (C) Speaking well
    (D) Critical thinking
43. While asking the learners to read the text silently the teacher should
    (A) Set a time limit
    (B) Correct their written task
    (C) Ask them to consult a dictionary for understanding difficult words
    (D) Ask the learners to write the summary
44. Lexical cohesion devices are
    (A) Words'phrases used for connecting ideas
    (B) Vocabulary
    (C) Structures
    (D) Punctuation
45. When a teacher uses 'Realia' to teach vocabulary and grammar she
    (A) Is using role play as a learning device
    (B) Is using real objects, actions and actual life situations
    (C) Is using computer technology
    (D) Is teaching through true stories
46. To create and sustain interest in learning
    (A) Learning should not be labeled as slow, average or high achievers
    (B) Learners should be told stories
    (C) Involve the students in activities
    (D) Make them teach each other
47. As a facilitator of learning the teacher should
    (A) Aim at finishing the syllabus in time
    (B) Load the learners with extra information about the theme of the text
    (C) Explain each lesson in detail
    (D) Provide enough opportunities to expose the learners to hear and use the language
48. During dramatization when a teacher uses 'empathy' as one of the descriptors for assessing the learners, she is assessing their ability to
    (A) Sympathize with the character
    (B) Get into the skin of the character
    (C) Appreciate the character
    (D) Critically analyze the character
49. Poetry recitation helps learners to
    (A) Learn proper intonation and stress
    (B) Understand same sound words
    (C) Learn rhythm
    (D) Learn rhymes

May 2012 (Paper 2nd Language 2nd)

50. Which of these would be a valid 'Learning Objective' for teaching a drama?
    (A) The learners will be able to speak fluently with correct stress and intonation
    (B) The learners will be able to act effectively
    (C) The leaner's will be able to understand what is drama
    (D) The learners will have an opportunity to dress up in different costumes

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51. When language concepts are taught using real life situations they are
    (A) Easily understood and used
    (B) Not learnt well
    (C) Being taught naturally and so enable the learners to use them easily
    (D) Being taught in the same way as the learner's mother tongue
52. For story-mapping of a narrative text the learners can be asked to
    (A) Answer a question which has the story in jumbled order
    (B) Make a flow-chart depicting the sequence of the story
    (C) Draw pictures of every sequence
    (D) Draw a map of the locations mentioned in the story
53. Acquisition of vocabulary is
    (A) Cramming more words
    (B) Learning big words
    (C) Learning words in totality and yielding the power to use them affectively
    (D) Learning word families
54. For enabling her students to gain mastery over English the teacher should
    (A) Regularly expose the learners to a variety of language inputs
    (B) Constantly check the learners for all the errors they make
    (C) Emphasize learning of grammar
    (D) Stop use of their vernacular
55. Which of the following is not taught as part of vocabulary?
    (A) Homonyms
    (B) Proverbs
    (C) Prefixes
    (D) Collocations

November 2012 (Paper 1st Lang 1st)

56. Decorum in spoken language pertains to
    (A) Correct grammatical usage
    (B) Voice quality or loudness
    (C) Clarity and purity of style
    (D) Appropriate gestures
57. "You ask, what is our aim? I can answer in one word: Victory." Churchill asks a question and then goes on to answer it. Such question is
    (A) A prompt
    (B) Explanatory
    (C) Rhetorical
    (D) Stylized
58. A fellow traveler at the airport has just finished reading the newspaper and you want him/her to pass it to you. Choose how you will make the request.
    (A) Pass me the paper
    (B) Pass me the paper, please
    (C) Can you pass me the paper?
    (D) Could you possibly pass me the newspaper?
59. Read the exchange.
    Teacher: Do you like to read a story book instead?
    Student: Yes.
    Teacher: Yes, please.
    Here the Teacher
    (A) Confirms the students' request
    (B) Offers an alternative language activity
    (C) Relates language function with politeness
    (D) Makes a polite suggestion to start reading
60. Which is a function word?
    (A) However (B) Booking
    (C) Principal (D) Someone

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61. Strut, stride and trudge are words that describe a manner of
(A) Galloping (B) Running
(C) Riding (D) Walking

62. The documents have been downloaded by the students.
The students have downloaded the documents.
The two given statements can be differentiated by drawing students' attention to the
(A) Use of 'by' in the passive form
(B) Differences in the arrangement of words
(C) Roles of the subject and object in both sentences
(D) Change in the verb forms

63. Which pair constitutes types of 'cognitive style'?
(A) Individual/team work
(B) Project oriented/paper pencil activity
(C) Grammatical accuracy/ fluency
(D) Field dependence/field independence

64. The process of word formation consists of
(A) Compounding and conversion
(B) Conversion and meaning
(C) Spelling and compounding
(D) Using synonyms or euphemisms

November 2012 (Paper 1st Lang 2nd)

65. 'I loved Ophelia: forty thousand brothers
Could not, with all their quantity of love
Make up my sum'.
The phrase 'forty thousand brothers' illustrates a figure of speech called
(A) Imagery
(B) Personification
(C) Hyperbole
(D) Allegory

66. The homonym of bier' is
(A) Bear (B) Beer
(C) Bare (D) Bar

67. A rhetorical question is asked
(A) To gather personal information
(B) To clarify a concept
(C) For the sake of effect with no answer needed
(D) To get a feedback about what others think about your speech/writing

68. An example of linking adverbials is
(A) The (B) These
(C) So (D) Your

69. Language acquisition
(A) Requires the memorization and use of necessary vocabulary
(B) Involves a systematic approach to the analysis and comprehension of grammar as well as to the memorization of vocabulary
(C) Refers to the process of learning a native or a second language because of the innate capacity of the human brain
(D) Is a technique intended to simulate the environment in which children learn their native language?

70. In the word 'scarce', the phonetic transcription for 'a' is
(A) /e/ (B) /ea/
(C) /ie/ (D) /ae/

71. What is taught is not what is learnt because
(A) A teacher or learner can never fully master any discipline

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(B) Students pay attention during informal discussion
(C) A teacher's socio-economic level may differ widely from the students'
(D) Students possess different abilities, personalities and come from a variety of backgrounds

72. Learners are familiar with the concept 'cyberspace' due to their cognitive overload. Therefore, learners
(A) May end up studying more meaningful topics in class
(B) May explore their own interests according to their own experience, background and perspective while spending considerable time navigating for content.
(C) Usually omit studying prescribed but important topics
(D) May be exposed to a sequential and cohesive expository presentation

73. Constructivism is a theory where students
(A) Study a variety of dissimilar samples and draw a well founded conclusion
(B) Form their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences
(C) Are facilitated by the teacher and use a variety of media to research and create their own theories
(D) Construct their own learning aids, thereby gaining hands-on experience.

74. "You ask, what has my government done for you? I can answer in two words: A lot!" the question put here is
(A) A prompt
(B) Explanatory
(C) Rhetorical
(D) Stylized

75. Your classmate has just finished reading a book from the library that you wanted and you want him/her to give it to you. Choose how you will make the request.
(A) Give me the book.
(B) Can you give me the book now?
(C) Let me have the book now, please.
(D) Could you let me take the book now?

76. Read the exchange.
Teacher: Shall we go out to the garden and find out the names of those flowers near the wall?
Students: Yes, yes, yeah…
Teachers: yes, Ma'am, please…
Here the teacher
(A) Confirms the students' request
(B) Offers an alternative language activity
(C) Relates language function with politeness
(D) Makes a polite suggestion to start reading.

77. Which is a lexical word?
(A) Some (B) Whether
(C) Principal (D) If

78. Use of dialogues and avoiding unnecessary details pertain to
(A) Reports
(B) Story telling
(C) Writing a report or story
(D) Listening to a conversation

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79. I suggest that we all watch the movie "TIGER".
It has been suggested that we watch the movie "TIGER" together.
The two given statements can be differentiated by drawing students' attention to the
(A) Use of 'by' in the passive form
(B) The arrangement of words
(C) Change in the verb forms
(D) The roles of the subject and object in both sentences

80. Speaker I: Can I borrow your pencil, please?
Speaker 2: Why not?
During this exchange, while assessing students' speaking-listening skills, mark/s would be deducted for
(A) The first speaker, as the question is framed incorrectly.
(B) The second speaker, as the response is framed incorrectly
(C) Both, since it is a meaningless exchange
(D) Neither, as the context justifies this exchange

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81. Iconic mode of learning is based on a system of using
(A) Symbols
(B) Images and diagrams
(C) Different types of graphs
(D) A variety of activities

82. Constructivism is a theory where students
(A) Study a variety of dissimilar samples and draw a well-founded conclusion
(B) Are facilitated by the teacher and use a variety of media to research and create their own theories.
(C) Form their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences
(D) Construct their own learning aids, thereby gaining hands-on experience

83. Language acquisition
(A) Requires the memorization and use of necessary vocabulary
(B) Involves a systematic approach to the analysis and comprehension of grammar as well as to the memorization of vocabulary
(C) Refers to the process of learning a native or second language because of the innate capacity of the human brain
(D) Is a technique intended to simulate the environment in which children learn their native language?

84. Read the following examples of dangling modifiers used in sentences by some students. Indicate how you will assess them. [Max. 1 mark]
Student 1: Having arrived late for practice, a written excuse was needed.
Student 2: Without knowing his name, it was difficult to introduce him.
Student 3: the experiment was a failure not having studied the lab manual carefully.
(A) Student 1: -1-
Student 2: -1-
Student 3: -0-
(B) Student 1: -1-

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Student 2: -0-
Student 3: -0-

(C) Student 1: -0-
Student 2: -1-
Student 3: -0-

(D) Student 1: -0-
Student 2: -1-
Student 3: -1-

85. What is taught is not what is learnt because
(A) Students possess different abilities, personalities and come from a variety of backgrounds
(B) Students pay attention during informal discussion
(C) A teacher's socio-economic level may differ widely from the students"
(D) A teacher or learner can never fully master any discipline.

86. While writing a telegram, a necessary feature to be applied is
(A) Personal touch
(B) Personal abbreviation
(C) Brevity
(D) Neatness

87. The 'value' of a word in a text means the
(A) Appropriate use of the word in a particular contest
(B) Number of ways a word can be used
(C) Dictionary meaning of a word
(D) Significance of the word in a particular context

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88. A learner's competence in English will improve when she/he receives ..... of learning experience that is appropriate
(A) An equal level
(B) A slightly higher level
(C) A range of levels
(D) A slightly easier, lower level

89. A 'mental block' associated with English language learning is
(A) Interest in Sports and Arts
(B) Disinterest in studies in general
(C) Lack of opportunities to use English
(D) Dyslexia-a-disability

90. A company labels its frozen snacks 75% fat free rather than contains 25% fat so that people will view them more positively. This is an example of a
(A) Prototype
(B) Phoneme
(C) Subjective utility
(D) Semantic slanting

91. When children first start to speak in sentences, their speech may be described as
(A) Babbling
(B) Exceptionally soft
(C) Telegraphic
(D) Multi-lingual

92. Which observation supports Noam Chomsky's ideas about language acquisition?
(A) Children's language development follows a similar pattern across cultures.
(B) The stages of language development occur at about the same ages in most children.
(C) Children acquire language quickly and effortlessly.
(D) All of these

93. What is the system of rules that governs how words can be meaningfully arranged to form phrases and sentences?
(A) Language (B) Syntax
(C) Morpheme (D) Phoneme

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94. A twelve-year-old child enjoys using puns. This enjoyment indicates that she has
(A) Semantic slanting
(B) Deducting reasoning
(C) Mental blocks
(D) Metalinguistic awareness

95. Did you really _____ the money yesterday?
(A) Knead (B) Kneed
(C) Need (D) Needed

96. You don't smoke,.....? [Tag question]
(A) Have you (B) Are you
(C) Do you (D) Don't you

97. A 'critical period' during language learning is
(A) The period during which language can be acquired with greater ease than any other time.
(B) The length of time before a comprehensive assessment takes place in class.
(C) Best preparatory period for any language project
(D) Special time set aside for students to intensively practice language use.

98. The 'Natural Order' in the process of learning English suggests that, children
(A) Are slow at learning to speak when not in school
(B) Learn to read and write simultaneously
(C) Are able to speak first and then listen
(D) Acquire some language structures earlier than others.

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99. The Humanistic Approach is specifically tuned to the
(A) Mastery of academic disciplines with all their characteristic features
(B) Application of learnt structure, content; concepts and principals to new situations.
(C) Processes that enable students to discover structures for themselves.
(D) Process where sequence is taught along with how to present the related contents.

100. Assessing reading at Class VII, can be done most effectively through a
(A) Spoken quiz based on the meanings of the words and expressions
(B) Written test based the characters and events in the story/text
(C) An oral interview to find out how much they have read
(D) Writing a 50 word book/text review as a small project

101. The learning experiences that offer a vicarious experience in learners are
(A) Real objects and specimens
(B) Abstract words, case study
(C) Display boards, film clips
(D) Field trips, observations

102. Language acquisition
(A) Is the memorization and use of necessary vocabulary
(B) Involves a systematic approach to the analysis and comprehension of grammar as well as to the memorization of vocabulary
(C) Refers to the process of learning a native or a second language because of the innate capacity of the human brain.
(D) Is a technique intended to simulate the environment in which children learn their native language.

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103. Noam Chomsky's reference to "deep structures" means a
(A) Hidden set of grammatical rules learnt through intensive study
(B) Transformational grammar that has led in turn to increased interest in comparative linguistics.
(C) A trend that English is the most common auxiliary language in the world.
(D) Universal grammar underlying all languages and corresponding to an innate capacity of the human brain.

July 2013 (Paper 2nd Language 1st)

104. A person sitting behind you in a cinema starts talking on the mobile phone and you want to tell him/her to stop. Choose how you will make the request.
(A) "Stop talking so loudly!"
(B) "Please don't use the mobile phone inside the theatre."
(C) "Can't you not use the mobile phone, please?"
(D) "Could you possibly stop using the mobile phone here?"

105. Exemplar for homonym would be
(A) Aisle/isle (B) Beer/bear
(C) Stale/stall
(D) Stock/stoke

106. Which is a lexical world?
(A) Love (B) Is
(C) The (D) Might

107. While learning about the passive voice form, students learn about
(A) Use of 'by'
(B) Position of verbs
(C) Position of nouns
(D) Use of verb form

108. Students can leave the school premises at 12.30 pm
Students ought to leave the school premises at 12.30 pm
The two given statements can be differentiated by drawing students' attention to the
(A) Differences in the arrangement of words
(B) Meaning conveyed by the modals/verb modifiers
(C) The roles of the subject and object in both sentences
(D) Absence of change in the verb form

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109. Compounding is
(A) Stringing together older words like the formation of earthquake from earth and quake
(B) Removing seeming affixes from exiting words, such as forming edit from editor
(C) Joining parts of two or more older words, such as forming smog.
(D) Forming new words from existing ones by adding affixes to them like shame + less + ness – shamelessness

110. Constructivism is a theory where students
(A) Study a variety of dissimilar samples and draw a well-founded conclusion
(B) Form their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.
(C) Are facilitated by the teacher and use a variety of media to research and create their own theories.
(D) Construct their own learning aids, thereby gaining hands-on experience.

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111. E-learning refers to
(A) Acquisition of the mother tongue
(B) Learning English language as the first language
(C) Use of electronic media and information and communication technologies
(D) A language course for foreign languages

112. Abilities for adaptive and positive behaviour that enable students to deal effectively with everyday demands and challenges are
(A) Multiple intelligences
(B) Learning domains
(C) Life skills
(D) Learning methods

113. The following is a conditional sentence
(A) I have to go to work
(B) If the sea is stormy, the waves are high.
(C) Shut the door.
(D) It's a sunny day, isn't it?

February 2014 (Paper 1st Language 1st)

114. "Children deserve most of the credit for the language that they acquire." This observation implies that in modern classrooms
(A) Students pursue their own lines of enquiry
(B) Students need not attend L2 classes
(C) Students may choose L2 on their own
(D) The teacher establishes the task and supports of facilitates learning

115. Types of 'text media' are
(A) Audio discs and tapes
(B) Illustrations and diagrams
(C) Motion pictures and documentaries
(D) Digital e-books, e-journals

116. Which of the following resources will he3lp to break down communication barriers and enable children to study and learn in both L1 and L2?
(A) Multilingual
(B) Multimedia
(C) More textual
(D) Communicative

117. Students learning a language often lack confidence when speaking due to the language's unique pronunciation rules. One way to overcome this problem is
(A) Children reading aloud in class
(B) Using game-like activities which require verbal interactions in the classroom
(C) Conducting special speech therapy with a counselor
(D) Correcting errors whenever they happen

118. The contemporary target language classroom is a confluence of varied languages and language abilities. Teachers should restructure their practices by exposing students to
(A) Summaries and simplfi9ed versions of the learning materials, e.g., stories, grammar notes, etc.
(B) Worksheets with a variety of tasks which cover the syllabus and students give their responses in class under teacher's guidance
(C) Appropriate challenges based on the syllabus, in a secure evnione3ment, opportunities for all students to explore ideas and gain mastery.

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(D) Adequate self-explanatory notes, either prepared by teacher or from material writers.

119. Some criteria for the selection of language items should involve
(A) Enough worksheets for practice
(B) Everyday vocabulary and sentences
(C) Their learn ability, coverage and teach ability
(D) A focus on language rules

February 2014 (Paper 1st Language 2nd)

120. Learners lack confidence to speak in the target language in class where the main language of conversation is the local vernacular. This challenge can be met by
(A) Allowing students to speak about whatever they can, irrespective of the grammatical errors, enhance their vocabulary and gradually make corrections.
(B) Allowing students to watch English films as motivation, practice a drill consisting of useful sentences and vocabulary with regular correction of grammatical errors.
(C) Insisting on students' using only the target language irrespective of the grammatical errors, enhance their vocabulary with regular feedback on their performance
(D) Instructing them to speak slowly and self-correct grammatical errors, enhance their vocabulary with a list of useful words.

121. Learning a new language after puberty leads to ——— of a foreign language.
(A) Difficulty in acquisition
(B) Normal acquisition
(C) Greater mastery
(D) Loss of mastery

122. An activity that requires a class to design and present a PowerPoint on the importance of water conservation in a target language is a ———— activity
(A) Multidisciplinary
(B) Science project
(C) Group
(D) Language practice

123. To enable students to distinguish between academic and spoken forms of a target language I a bilingual class, they should be encouraged to
(A) Speak in the target language
(B) Read more books written in the target language
(C) Write more in the target language
(D) Watch more related bilingual films

124. Providing learning support to pupils who lag far behind their counterparts in school performance includes.
(A) Giving more activities for language practice
(B) Providing extra notes and coaching
(C) Allow them to complete assignments without time limits
(D) Initially adapting school curricula and teaching strategies

125. Students who do not have the opportunities to use the target language outside the classroom

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demonstrate much lower levels of language competency. This can be overcome by.

(A) Conducting tests periodically to motivate them to learn

(B) Giving them a set of commonly used sentences and vocabulary which they are expected to use

(C) Setting separate tasks which are easier, with more time to complete them

(D) Engaging them in specific language-focused tasks which are indirectly monitored by their group leaders.

126. A foreign/non-mother tongue language teacher often faces the problem of a class full of reluctant, unmotivated learners. This can be helped by

(A) Using methods and strategies to motivate and make learning more challenging in the class

(B) Taking the help of an academic counselor who will address the class

(C) Identifying the students who are 'unmotivated' and taking a special class for them.

(D) Encouraging learners to take their own time to complete assignments.

127. Language learners learn to do by doing. Which activity supports this observation?

(A) Opportunities to practice as it helps with habit formation

(B) Encourage the use of their mother tongue to promote better understanding of the meaning of prescribed text

(C) Go from concrete to abstract texts

(D) The teacher models the writing and speaking styles which learners copy

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128. Providing students _____ can encourage second language acquisition

(A) Adequate speaking and writing assignments

(B) The opportunity to voice their opinions and to problem solve in the target language

(C) Frequent feedback on spoken and written outputs

(D) Informal interviews

129. Generally speaking the first language is

(A) Marked by the characteristic difficulty in mastering it

(B) Marked by the influences of the school environment the child is studying in

(C) Marked by the accent and regional expressions of the area where students grow up

(D) Influenced by the grammar and style of second language

130. Language learning is better achieved if what students learn

(A) Is closer in form and sound to their mother tongue

(B) Helps them improve their chances of college admission

(C) Is functional in terms of their life values and goals

(D) Is in a controlled classroom environment

131. In the communicative classroom, learners acquire the grammar of second language to

(A) Enhance their formal communication skills

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(B) Write confidently
(C) Understand second language better while reading/listening to it
(D) Understand how to make meaning and become more proficient in speaking and writing

132. Structures in second language are better assimilated, in a pedagogical practice
(A) Through meaningful interaction with interesting content
(B) Insisting on accuracy, explicit instruction in rules
(C) Through repetition and practice of commonly used syntax
(D) Through application of learnt structures in discrete language items

133. While learning a language, the _____ instruction provides opportunities for independent study; a wide range of reference material and immediate feedback about achievement
(A) Programmed
(B) Computer aided
(C) Direct
(D) Distance

134. A dual-language classroom consisting of students speaking a native language and the target language is beneficial because it
(A) Motivates target language speaking students learn another language and vice versa
(B) Offers an opportunity for separate project work
(C) Justifies conducting more activities in each language
(D) Causes less distractions in the class as students will talk less

135. A student has difficulty in applying the learned knowledge, for example, in word problem, the student also fails to translate sentences into equations for identify the variables. A possible solution to this problem could be
(A) Pairing him/her with high achievers
(B) Giving carefully designed assignment – simpler simple complex
(C) Allowing more time to complete the same activity
(D) Giving only simple assignments to boost their confidence

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136. Two competency areas, which give a language learner in progress the ability to communicate competently, are
(A) Linguistic and socio-cultural
(B) Discourse and accent
(C) Audio and expressive
(D) Grammar and phonetic

137. Communicative competence is a subset of functional grammar and its approach in teaching will allow students to
(A) Learn structures and use them accurately
(B) Use structures in a range of output texts
(C) Learn grammar through meaningful communication
(D) Enable teachers expose students to grammar in the lower classes

138. When students work in pairs or groups, they just end up chatting in their own language. This can be overcome/monitored by

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(A) Giving an easy task, so that they may chat less
(B) Writing notes on the board, so that they will not use L1
(C) Increasing the difficulty level of task
(D) Instructions for the task and objectives to be made clear first

139. Learners who develop an increased awareness of their own style of learning and teacher's awareness of students' individual style enhance _____ learning
(A) Group
(B) Biased
(C) Cooperative
(D) Individualistic

140. An early emphasis on linguistic accuracy along with prompt error correction in L2 class at Class V level results in students
(A) Mastering the language more quickly
(B) Failure to achieve requisite proficiency required of that level
(C) Learning only the minimum or less
(D) Not learning at all

141. Poverty of stimulus with respect to language acquisition among young children implies that they would
(A) Express themselves ungrammatically
(B) Read later
(C) Not recognize human language
(D) Need more stimulus at home for learning language

142. Considering students' learning styles broadens the approaches taken to help language-related problems. An example of a learning style is
(A) Loud
(B) Quiet
(C) Print-orientated
(D) Focused

143 .....education is to use the student's native language to teach some academic content while simultaneously providing an additional L2 instruction.
(A) Multilingual
(B) Bilingual
(C) Basic
(D) Humanistic

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144. The teaching of reading by associating characters or groups of characters with sounds is the _____ method.
(A) Morphemic
(B) Direct
(C) Phonic
(D) Whole-language

145. Language is taught by beginning with simple sentences instead of the initial sounds and blends. This implies that
(A) Communication is based on complete sentences
(B) Pronunciation has no place in language acquisition
(C) Grammar and pronunciation have equal place in language teaching
(D) Grammar is an important basis of communication

146. Vocabulary in the target language should be kept under control, i.e. graded. This can be done by
(A) Teachers providing a short list of words that are commonly used
(B) Students learning and practicing in the context of real situations

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(C) Students write/speak using a graded list of new words
(D) Students read a prescribed book and take a vocabulary quiz

147. To achieve communicative competence, learners need to be competent in four aspects: linguistic, sociolinguistic, discourse, and strategic, competences. Here, 'linguistic competence' concerns students'
(A) Use of syntax, lexis and structures
(B) Expression of meaning of what they communicate
(C) Use of formats and stylistic devices
(D) Content organization and use of vocabulary

148. The teacher's cues for activities are given in the first language, in a second language class. This _____ exploits the communicative potential of a given structure
(A) Sandwich approach
(B) Communicative approach
(C) Bilingual technique
(D) Structural technique

149. The second language classroom is a confluence of varied languages. Teachers should give their students
(A) Adequate self-explanatory notes
(B) Summaries and simplified version of texts
(C) Worksheets with a variety of tasks while covering the syllabus
(D) Comfortable environments to develop requisite skills

150. "…… supply 'comprehensible input' in low anxiety situations" is the basis of language acquisition. An example would be
(A) Teacher-directed learning in the classroom
(B) Collaboration of students in learning situation
(C) Home-work designed to use parents' support
(D) Students receive feedback for error correction regularly

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151. According to language acquisition theory, when there is a lack of sufficient information in the language input, there is a universal grammar that applies to all
(A) Colloquial languages
(B) Modern languages
(C) Classical languages
(D) Human languages

152. For English as a second language, 'acquisition-poor environment' is one where
(A) Hindi/Mother tongue is the lingua franca
(B) English language is used only in the classroom
(C) English is not spoken at home at all
(D) Access to any learning material is unavailable to students

153. Selection of language items while determining the second language syllabus should take into account .....
(A) The minimal disruption of school schedule
(B) How easy it is to learn/use the item
(C) How easy it is to teach the concept
(D) The frequency and range of use of the items

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154. Grammar gains its prominence in language teaching, particularly in English as a foreign language. Accuracy in language use can be achieved through
(A) Intensive practice with sentence patterns
(B) Grammar is taught as the basis for all four language skills
(C) Reading more books written in the target language
(D) Integrating knowledge of structures with use and meaning

155. "Some research has shown that developing students' native language skills leads to higher scores academically over the long term in English." A bilingual class would be characterized by
(A) The use of students' native language in the second language class
(B) Revision work done in the native language
(C) More guided translation activities, individual/ collaborative
(D) The re-formulation of concepts, structure-use in the native language

156. Motivation is an important factor in language learning. For example, in Class VI, _____ may be done.
(A) Memorization and use of necessary vocabulary
(B) Systematic analysis and use of structures
(C) Use of visual devices and game-like exercises
(D) Use of the mother tongue as the 'medium'

157. Second language acquisition is more effective when it
(A) Is used as the basis for discussing grammatical concepts
(B) Involves periodic revision work by the teacher and students
(C) Involves mostly self-study by students, using certain guidelines
(D) In practiced in situations familiar to students

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158. The 'acquired system' or 'acquisition' of a language is the
(A) Formal skills development
(B) Subconscious process of learning
(C) Input-output process
(D) Self-monitoring of learning

159. Language teachers have to do a 'needs analysis' of their students to
(A) Measure their learning ability
(B) Find out students' interest in the choice of language
(C) Compare the achievement levels among the students
(D) Evaluate their existing competence

160. The 'question': How will I achieve my teaching goal?, in the design of a language instruction, which helps the teacher to 'keep the lesson on target' is/are the
(A) Objectives
(B) Methodology
(C) Evaluation
(D) Documentation

161. In this example, there is a deviation from the apparently intended form of an utterance. Identify the error.
Target: I must let the cat out of the house.
Error: I must let the house out of the cat.
(A) Lexical selection error
(B) Word-exchange error
(C) Omission
(D) Substitution

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162 .....is the particular way a learner prefers to learn a second or foreign language
(A) Cognitive style
(B) Cognitive process
(C) Behaviorist approach
(D) Literal approach

163. The focus is on using the language rather than analysis of the language, and grammar is taught implicitly rather than explicitly.
(A) Direct approach
(B) Communicative approach
(C) Grammar-translation Method
(D) Structural method

164. The benefit of the bilingual approach in a second language classroom si that
(A) Students gain confidence in the mother tongue
(B) Students stop using their mother tongue altogether
(C) Students understand basic concepts/assumptions more easily
(D) There is less, distraction for students in the class

165. Individualized educational programmes with intensive support to help students to cuspidate their basic knowledge is referred to as
(A) Advanced study programmes
(B) Introductory courses
(C) Remedial coaching
(D) Revision sessions

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166. The process of second language acquisition is influenced by languages that the learner already knows. The influence is.....
(A) Inter language
(B) Systemic errors
(C) Language transfer
(D) Phonology

167. The second language course is organized on elements of human society and the natural world, without relying on printed text. This is called the .....method.
(A) Situational
(B) Natural
(C) Grammar-translation
(D) Language immersion

168. Emphasis on interaction as both the means and the ultimate goal of learning a language underlines the _____ approach.
(A) Comprehension
(B) Silent way
(C) Immersion
(D) Communicative

169. Student generated corrections are important in language learning because
(A) Students revise and edit the errors in their own writing or speech
(B) They indicate active engagement in the learning process
(C) More time can be given to grammar drills before production
(D) Teachers can conduct more remedial classes

170. Smaller class size for slow learners facilitates greater personalized instruction in the new language because of
(A) Incidental learning, informal assessment and more interaction
(B) Disciplined approach, les interaction and formal assessment
(C) More interaction, flexible

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schedule and authentic assessment
(D) Language focused, formal assessment and flexible schedule

171. Considering learning styles broadens the approach taken in the management of language-related problems. Some students prefer to get new information in written directions or verbal information. Their learning style is
(A) Auditory
(B) Visual
(C) Kinesthetic
(D) Manipulative

172. The 'sandwich-technique' is a bilingual method which has a three phase structure of
(A) Listening-writing-repetition
(B) Drills with levels of difficulty
(C) Presentation – practice – production
(D) Error correction –re production (as drill)

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173. Role Play should be an integral part of every language classroom because
(A) It is an effective classroom management technique
(B) It enables students to engage in meaningful talk
(C) It enables students to memorize the story
(D) It enables girls and boys to interact freely.

174. A language teacher wants her students to write for an authentic audience and purpose. What would be the best writing task to achieve this?
(A) Students write answers to questions given at the end of the chapter after discussing them with each other.
(B) Students write a movie review of a movie they watched recently.
(C) Students write on the topic, "My School".
(D) Students write a letter to the principal expressing their opinion on a school related issue.

175. Which one of the following is an example of Basic Interpersonal Communication Skills (BICS)?
(A) Discussing response to a story in a small group in the classroom
(B) Taking notes during a lecturer or a talk
(C) Negotiating turn taking with a peer during free play
(D) Explaining a procedure to a peer during an experiment.

176. B.F. Skinner claimed that language is learnt through
(A) Reinforcement and engagement
(B) Drill and practice
(C) Immersion and employment
(D) Repetition and approximation

177. A language textbook for class 1 starts with poems and stories (complete text) and ends with the alphabet. Which approach does this kind of arrangement reflect in language pedagogy?
(A) Top-down approach
(B) Aesthetic approach
(C) Bottom-up approach
(D) Eclectic approach

178. In the primary classes, it is recommended that children should be taught in their mother tongue because
(A) It creates a natural

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environment
(B) Children develop self-confidence
(C) It promotes regional languages
(D) It enables children to comprehend

179. A student of class V has just read a text about the water problems of a community living on the outskirts of a city. After reading the chapter, the student remarks how difficult it must be to struggle for water every day. Which comprehension strategy does this remarks reveal?
(A) Summarizing
(B) Metacognition
(C) Inferential reading
(D) Read aloud

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180. Of the following, which one of the most important prerequisite for language learning, whether first or second?
(A) Skills-based instruction
(B) A multilingual approach
(C) An input-rich communicational1 environment
(D) A structural - situation approach

181. A teacher of class III realizes that vocabulary development is an important factor in enabling students to become better readers. Of the following, which might be a good strategy for vocabulary development?
(A) Students learn to use the context to guess the meaning of new words
(B) Students memorize extensive word-lists of synonyms and antonyms
(C) Students consult a dictionary whenever they come across a new word
(D) Students underline difficult words from a text and make sentences with them.

182. Children's oral language development forms an important foundation for learning literacy. Which of the following classroom practices enables oral language development?
(A) Chorus reading of a story in the textbook along with the teacher
(B) Practicing the correct pronunciation of words in a chorus
(C) Participating in role-plays on favorite stories
(D) Memorizing and reciting poems individually or in a chorus.

183. Which one of the following would be the best evidence to demonstrate to parents and administrators what students can do with language?
(A) Lists of course goals and objectives
(B) Marks in a test
(C) Poems or paragraphs written by students
(D) National curriculum and syllabi

184. Before students start reading a story titled, 'Brave Bittoo' the teacher initiates a discussion with them on "bravery'. What is the teacher trying to achieve through this activity?
(A) Activate the intellectual stance of students
(B) Activate enthusiasm in students
(C) Activate the efferent stance

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in students
(D) Activate the previous knowledge of students

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185. Anshu is teaching Englihs to class VI students and her class seems to be noisy. She is probably
(A) Teaching a crowded class
(B) Not bothered about the noise
(C) Having group work
(D) Not able to manage the class

186. One of the objectives of teaching vocabulary is not to
(A) Be able to use words in different contexts
(B) Enable learners to use the dictionary
(C) Understand the meaning of words
(D) Develop active and passive vocabulary

187. Giving effective feedback to the leaners means
(A) Diagnosing problem and guiding the leaners on how to improve
(B) Giving appropriate time and space for corrections
(C) Focus on positive aspects as well as areas of development
(D) Correcting their mistakes in the class

188. Which one of the following recommended the 'Three Language Formula'?
(A) National Policy on Education 1968
(B) National Policy on Education 1986
(C) Kothari Commission 1966
(D) Chatto padhyaya Commission 1985

189. Point out the figure of speech used in the sentence given below:
The moon smiled at the stars around her.
(A) Metaphor (B) Oxynoron
(C) Personification
(D) Simile

190. Active vocabulary consists of words which
(A) We use frequently in our daily life
(B) Are difficult
(C) We recognize and understand
(D) We use occasionally

191. Constructivist approach to learning does not emphasize
(A) That authentic task in a meaningful context should be used
(B) That leaner's construct knowledge for themselves
(C) Knowledge construction instead of knowledge reproduction
(D) Teaching as the transmission of knowledge from the enlightened to the unenlightened.

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192. .....is a prerequisite to learning language.
(A) Motivation
(B) Knowing words and their meanings
(C) Knowledge of grammar
(D) Reading stories

193. Cognitive Code Approach focuses more.....
(A) Vocabulary
(B) Spelling
(C) Grammar rules
(D) Pronunciation

194. According to which one of the follow linguists, language cannot be substandard maybe nonstandard?
(A) William Labov

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(B) Stephen Krashen
(C) Chomsky
(D) Basil Bernstein

195. Which one of the following is not a language component?
(A) Structure
(B) Script
(C) Vocabulary
(D) Sound

196. Decoding stands for _____
(A) Deciphering the sounds in words and sentences
(B) Only recognizing the difference between sounds
(C) Failure to understand the given text
(D) Passing on a message to others

197. Constructivist approach to language learning promotes _____.
(A) A child-centered approach
(B) A teacher-centered approach
(C) Culture of silence
(D) Classroom noise

198 ..... is the father of modern linguistics.
(A) Bloomfield
(B) Chomsky
(C) Chaucer
(D) Ferdinand de Saussure

199. A phoneme is a.....
(A) Technique to improve pronunciation
(B) Sound pattern
(C) Lexical item
(D) Single sound unit

200. In order to have language proficiency, which one is not essentially required?
(A) Efficiency
(B) Appropriacy
(C) Accuracy
(D) Fluency

201. Mind-mapping helps the students to
(A) Learn passively each of the linguistic items
(B) Memorize the grammar rules
(C) Use literary devices more effectively in their writing
(D) Brainstorm, explore any idea and expand it

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202. In a constructivist classroom, language learning should be based on:
(A) Drill and practice of grammatical items.
(B) The transaction of the prescribed textbook by the teacher.
(C) Learners' previous knowledge in constructing their new knowledge using authentic tasks.
(D) The assumption that English language can only be learnt if the teacher transmits it to the learners.

203. A' teacher is reading a lesson from class III textbook about a girl Nina who is not interested in attending a marriage party as she does not want to leave the sparrow alone locked in her house, Suddenly a boy, AH stands up and tells the teacher how one day he saved an injured pigeon which was lying in his balcony. All's reaction to the story can be described as :
(A) Connecting the text with his personal experience.
(B) Interrupting the teacher in between.
(C) An opportunity to use oral language in the class.
(D) His attention seeking nature in the class.

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204. The theory of Universal Grammar was formulated by :
(A) Stephen Krashen
(B) Steven Pinker
(C) Jean Piaget
(D) Noam Chomsky

205. Dictionary is a very important tool for learning a language. Which of the following is least important about the use of dictionary?
(A) Check the spelling of a word.
(B) Looking the meaning of a word.
(C) Check the passive voice of a word.
(D) Check the part of speech of a word.

206. Learning to speak in a second language does not involve:
(A) Second language grammatical knowledge,
(B) Its pronunciation.
(C) Culturally bound speaking events.
(D) Theoretical knowledge of a language.

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207. Who strongly maintains that language is learnt by imitation of stimuli and reinforcement of correct responses?
(A) B.F. Skinner
(B) Albert Bandura
(C) Kurt Lewin
(D) Tolman

208. During the process of language learning, students lack confidence in their pronunciation. How can one overcome this?
(A) Organizing play like tasks in which children can talk to one another.
(B) Providing scope for special activities with the help of language experts for removing speaking defects,
(C) Correcting mistakes immediately.
(D) Reading aloud in the classroom.

209. Why is story felling most important in an English language class at primary level?
(A) It creates fun in the class.
(B) It is useful for developing integrated language skills.
(C) It develops moral values among the students'.
(D) It improves students' vocabulary.

210. A good teacher is one who:
(A) Gives printed notes to students
(B) Gives them ample opportunities to learn.
(C) Gives them useful information
(D) Explains concepts and principles.

211. Which of the following helps in learning the second language without using the printed text?
(A) Grammar-translation method
(B) Situational approach
(C) Natural approach
(D) Language immersion

212. A person, who is a fluent speaker, is likely to possess:
(A) Verbal-linguistic ability
(B) Logico-mathematical ability
(C) Bodily-kinesthetic ability
(D) Musical ability

213. Which approach emphasizes interaction as the means and the goal of learning a language?
(A) Silent way
(B) Communicative
(C) Oral-aural
(D) Immersion

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214. The Linguist, Noam Chomsky maintains that every child has an innate Language Acquisition Device (LAD) that he/she uses for:
(A) Semantics
(B) Phonemes
(C) Universal Grammar
(D) Complex words

215. The structural approach advocates:
(A) Using mother tongue
(B) Resorting to fluency
(C) Selection and gradation of material
(D) Assessing learners' performance

216. According to socio-cultural theory of Vygotsky :
(A) Culture helps in language development.
(B) Self-directed speech is the lowest stage of the scaffolding.
(C) Children can think in abstract terms if abstract material is provided at a lower age.
(D) Children think in different domain and do not take a complete perspective.

217. What is the main purpose of poetry recitation in a language classroom?
(A) To know the historical background of the poem.
(B) To appreciate and enjoy the poem.
(C) To give their opinions about the poem.
(D) To become aware of the poet and her works.

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218. In order to know the correct pronunciation of English words, the learner should
(A) Know the meanings only.
(B) Know the spelling.
(C) Know how to write the words.
(D) Know the spelling, meanings and how they are pronounced.

219. A word gets its meaning:
(A) From its origin
(B) In relation to its context
(C) From dictionary only
(D) Spelling

220. When we sing a rhyme in an English language classroom, we:
(A) Teach learners to understand the words.
(B) Teach them to learn to sing.
(C) Familiarize the learner with the English sounds.
(D) Teach them to read.

221. A teacher reads out the text and explains it word-for-word in English. What method/approach does she adopt in her class?
(A) Direct method
(B) Structural approach
(C) Communicative language teaching
(D) Task based language teaching

222. While learning vocabulary, learners connect one word with its related words and the words which can occur before and after it. What is this technique called?
(A) Collocation
(B) Conversation
(C) Dictation
(D) Note making

223. In a constructivist classroom while teaching a poem which of the following is not ideal?
(A) While teaching, a teacher should first give an introduction of the poet.
(B) The poem does not need an introduction of the poet in the beginning.

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(C) Learners may find out on their own about the poet.
(D) Learners should be able to discover the ideas and meaning of the poem.

224. Etymology is:
(A) Science of knowing the origin of words.
(B) Science of Pedagogy.
(C) Science of study of language.
(D) Science of meaning of words.

225. Teachers in an English medium school use only English to teach Science, Social Science and Mathematics. What approach do they adopt?
(A) Bilingualism
(B) Multilingualism
(C) Immersion
(D) Multidisciplinary approach

226. The first generation learners are those who are:
(A) The first from their family to come to school.
(B) Coming first time to school to seek admission.
(C) Learning Hindi for the first time.
(D) Learning English for the first time.

227. The whole language perspective is:
(A) Teaching of micro skills first.
(B) Teaching of LSRW separately.
(C) Teaching of language skills in an integrated manner.
(D) Teaching for application.

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228. What is the status of English in India? It is:
(A) An associate official language.
(B) The official language
(C) A regional language
(D) A foreign language

229. Observation on a student's special academic ability includes:
(A) Pays more attention to the areas of his/her interests.
(B) Has a proper physical stature.
(C) Accepts others' abilities and skills.
(D) Gives unexpected and illogical answers.

230. A Phoneme is:
(A) A single unit of sound
(B) A single unit of a word
(C) A dipthong
(D) A vowel sound

231. Which one of the following considers words and word chunks as basis for language learning?
(A) Word approach
(B) Lexical approach
(C) Grammar-translation method
(D) Dictionary approach

232. A non-fictional text is classified and organized through:
(A) Synonyms and Antonyms
(B) Simile and Rhetoric
(C) Central theme and Meanings
(D) Story and Plot

233. Which one of the following is NOT a poetic device?
(A) Metaphor
(B) Alliteration
(C) Imagery
(D) Morpheme

234. The Idea of 'comprehensible input' was first used by:
(A) Chomsky (B) Vygotsky
(C) Steplen Krashen
(D) N.S. Prabhu

235. If a teacher wants to develop the understanding of a text among her class students, what will be the best method?

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(A) Asking questions
(B) Writing answers on the blackboard,
(C) Making students to tick the answer in the textbook,
(D) Asking students to pay attention to the classroom.

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236. Which one of the following in the most important prerequisite for language learning?
(A) List of aims and objectives of the language to be learnt
(B) Providing a good textbook to children to learn the language
(C) Using structural-structural approach while teaching
(D) Children's motivation to learn the language

237. The rise and fall of tone is
(A) Pronunciation
(B) Stress
(C) Strain
(D) Intonation

238. Which one of the following is the most important about storytelling?
(A) It enhances graded pattern and structure.
(B) It promotes whole language approach.
(C) It is an effective way of learning vocabulary.
(D) It broadens their knowledge about various authors.

239. Dictation does not help learners to
(A) Improve their reading skill
(B) Improve their spelling
(C) Enhance their listening comprehension
(D) Increase their concentration

240. While learning English as a second language
(A) There is no role of mother tongue in learning L2
(B) The use of mother tongue will facilitate learning
(C) The use of mother tongue will create interference
(D) The mother tongue should not be used by the learners

241. The most important factor which is responsible for the differentiation between language learning and language acquisition is
(A) Grammar of language
(B) Assessment in language
(C) Textbook of language
(D) Language environment

242. The maximum participation of students by possible while teaching English by the teacher using authentic tasks through
(A) Communicative approach
(B) Grammar translation method
(C) Direct method
(D) Structural approach

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243. Stephen krashen's theory of second language acquisition does not consist of
(A) The Input Hypothesis
(B) The acquisition Learning Hypothesis
(C) The Learn ability Hypothesis
(D) The Natural Order Hypothesis

244. The use of dictionary does not help learners to
(A) Be proficient in oral communication
(B) Find the meaning of words
(C) Check the part of speech of a word
(D) Find out how to say a word

245. Constructivism in language learning focuses on
(A) Engaging learners in exploring new knowledge

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(B) The role of imitation
(C) Memorizing grammar rules
(D) The dominant role of the teacher in the classroom

246. The major objective of teaching English at primary level is
(A) Speaking English in British accent
(B) Scoring good marks in the exams
(C) Knowing the grammar of English
(D) Using English in different situations of life

247. In learning a language, students' talking time should be increased because
(A) Teachers feel relaxed while students are talking
(B) They enjoy spending time talking with their friends
(C) They can learn the correct pronunciation from each other
(D) They use the target language for various purposes

248. Which one of the following is not true in relation to the use of children literature?
(A) Their reading proficiency deteriorates and gets worse.
(B) It helps in developing learners' imagination
(C) It broadens their mental horizon.
(D) It makes them understand and respect diverse cultures.

249. While assessing a group work, a teacher should not focus on
(A) Cooperative learning process
(B) Assessing each child's work
(C) Taking initiatives in work
(D) Showing concern for others

250. When a child learns a language naturally, without much practice, it is called
(A) Language adaptation
(B) Language learning
(C) Language acquisition
(D) Language generalization

251. The communicative approach to teach English focuses on
(A) Correct pronunciation of words
(B) Linguistic competence plus an ability to use the language appropriately
(C) The practice of selected and graded structure patterns
(D) The structural accuracy of the sentences

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252. Which one of the following is not true about the status of English language across the world?
(A) English as a heritage language
(B) English as a native language
(C) English as a foreign language
(D) English as a second language

253. The study of words and their meanings is known as
(A) Linguistics (B) Semantics
(C) Phonetics (D) Syntax

254. Structural approach lays stress on
(A) Improving fluency
(B) Developing accuracy
(C) Developing linguistic competence
(D) Selection and gradation of materials

255. Learning to read means
(A) Reading aloud
(B) Decoding letters of alphabet into sounds
(C) Decoding the structure of a language
(D) Decoding the meaning

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256. Contrastive pairing is used for teaching-learning of
(A) Writing
(B) Speaking
(C) Pronunciation
(D) Reading

257. Functional grammar refers to
(A) Learning grammar in isolation
(B) Learning grammar in a given context
(C) Learning grammar by knowing the technicalities of language
(D) Learning grammar through the rules of language

258. Lata, an English language teacher of Class VII, divides the class into pairs to read a sequence of pictures and then describe it to each other. What is this activity pedagogically known as?
(A) Assignment
(B) Group work
(C) Teacher-facilitated reading
(D) Peer, interaction

259. While teaching a prose text, which one of the following activities a teacher must undertake?
(A) Paraphrasing the text
(B) Transcription
(C) Creating a sub-text
(D) Consulting a dictionary

260. Which one of the following is not a language component?
(A) Sound system
(B) Manuscript
(C) Grammar
(D) Speech

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261. A speech community refers to a group of people who
(A) Share homogeneity with reference to their value system
(B) Are multilingual
(C) Are bilingual
(D) Share community membership and linguistic communication

262. Activating learners' schema means
(A) Dealing with learners having learning difficulties
(B) Showing a picture and asking learners to write a story
(C) Making a link between the topic and learners' background knowledge and experience
(D) Making a link between the textbook and its structural patterns and grammatical items

263. As per Noam Chomsky's theory, the role of Language Acquisition Device (LAD) is to
(A) Learn languages in formal schools
(B) Imitate the language of adults
(C) Generate grammar rules
(D) Memorize grammar rules

264. Yasmin, an English language teacher, gave her students group work to explore an area and asked them to find important notices and names of places and streets to document them to write a report. This activity is known as
(A) Peer work
(B) Project work
(C) Assignment
(D) activity-based learning

265. Mrudusmita, while teaching a lesson on atoms from the science textbook, gave her students

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activities based on the theme. The activities included vocabulary and debate on the uses of atomic energy. What is this strategy known as?
(A) Language of science
(B) Language through science
(C) Language across curriculum
(D) Language in other subjects

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266. Home language is ____ in a natural way.
(A) Promoted (B) Acquired
(C) Learnt (D) taught

267. Which of the following is not true while teaching the learners in their mother tongue at primary level?
(A) It helps children in learning in a natural environment.
(B) It develops self-confidence in the child.
(C) It makes learning easy.
(D) It is helpful in the intellectual development of the child.

268. Communicative language teaching lays emphasis on:
(A) Grammatical competency
(B) language use
(C) Form
(D) writing

269. An intonation may not be a ____ tone.
(A) Sliding (B) Rising
(C) Falling (D) Loud

270. A teacher asks the learners to think of ideas quickly about the topic: 'Save Water' and also asks them to not down their ideas before writing the article on 'Save Water'. She is focusing on:
(A) Brainstorming
(B) Assessment
(C) Checklist
(D) Drill

271. Which of the following is not a form of literature?
(A) One-Act Play
(B) Dictionary
(C) Memoir
(D) Travelogue

272. Which of the following is not appropriate about language games?
(A) Language games create a stress free and natural environment where learners can learn English, the way they learnt L 1.
(B) Language games create an environment even for the shy learners to participate.
(C) Language games provide competitive environment to the learners to win the game by any means.
(D) Language games create a real world context in the classroom and enhance the usage of English.

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273. Language is not:
(A) Social (B) Arbitrary
(C) Symbolic (D) Instinctive

274. When language development is a deliberate and conscious effort, language is:
(A) Brushed up (B) Learned
(C) Acquired (D) Honed

275. What is a 'task' in task-based language learning?
(A) A piece of work for the parents to do their children's homework
(B) A piece of activity for teachers to do in the classroom
(C) A piece of work which exposes learners to language
(D) A piece of work which

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enables learners to do an activity

276. Travelogue is a genre of:
(A) Bibliography
(B) Literature
(C) Poetry
(D) Criticism

277. The most important aspect of an effective language classroom is to provide learners with an opportunity to:
(A) Interfere (B) Assess
(C) Imitate (D) Interact

278. A word with same spelling and same pronunciation as another, but with a different meaning is a/an :
(A) Homophone (B) Antonym
(C) Synonym (D) Homonym

279. A shorter form of a group of words, which usually occurs in an auxiliary verb, is :
(A) commector
(B) contraction
(C) conjunction
(D) connotation

280. Poetry teaching is generally meant for:
(A) Learning punctuation
(B) Enjoyment and appreciation
(C) Language learning
(D) Learning grammar

281. Reading English as a second language means:
(A) Reading for grammar
(B) Meaning making
(C) Decoding of letters and words
(D) Reading aloud

282. A good teaching-learning material (TLM) can best:
(A) Help the teacher to transact material without any modification
(B) Help the learners acquire a language
(C) Facilitate the teaching-learning process
(D) Be a source of entertainment

283. While providing feedback to the parents, a teacher should not :
(A) Share the incidents recorded in the anecdotes
(B) Compare their child with other children
(C) Compare the current performance of the child with her previous performance
(D) Give qualitative feedback about the child

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284. Language is a tool because:
(A) It is used for communication
(B) It is used for processing ideas
(C) It is used for thinking
(D) It is used for conveying ideas

285. Children can best learn a language when they have :
(A) A proficient language teacher
(B) Inhibition
(C) Motivation
(D) a good textbook

286. TBLT in second language teaching is :
(A) Task Book Language Teaching
(B) Tool-Based Language Teaching
(C) Task-Based Language Teaching
(D) Task-Based Language Training

287. The second language should be taught through:
(A) Using the target language as much as it is possible
(B) Mother tongue and translation
(C) Learners' background and talent

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(D) Grammar and rules of language

288. There are 44 sounds in English. Out of these, how many sounds are vowels and how many are consonants respectively?
(A) 5, 39 (B) 22, 22
(C) 10, 34 (D) 20, 24

289. A speech community refers to a community which:
(A) Speaks different dialects
(B) Uses different languages
(C) Speaks the same language
(D) Connects by virtue of a link language

290. Pedagogical grammar is:
(A) Learning of meanings through form
(B) Learning of rules first and then the meanings of words
(C) Learning of grammar in context through use
(D) Learning of grammar through prose and poetry

291. Which of the following ways is not appropriate for teaching a reading text?
(A) Teacher reads out and explains the text line-by-line.
(B) Learners are made into groups and asked to read by taking turns.
(C) Learners read individually and discusses with their friends the ideas of the text.
(D) Learners divide the text into small chunks and read.

292. Post-reading tasks are meant for:
(A) Assessing the learning and connecting it to real-life situations
(B) Giving the meaning of difficult words
(C) Introducing the main idea of the text
(D) Explaining the grammatical rules in the text

293. Intensive reading is aimed at helping the learners read a text for:
(A) Improving study skills
(B) Accuracy
(C) Pleasure only
(D) Information

294. Process writing approach could be described as:
(A) Horizontal approach
(B) Bottom-up approach
(C) Top-down approach
(D) Vertical approach

295. Abeera, an English teacher, describes a scene and asks the learners to draw what they have heard. This is a :
(A) Picture story
(B) Mutual dictation
(C) Picture dictation
(D) Picture composition

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296. When children are introduced to English as a second language:
(A) They should read first
(B) They should begin with letters of alphabet
(C) They should be exposed to language orally
(D) They should begin writing first

297. Eclecticism in language teaching refers to using:
(A) All the methods to teach language
(B) Appropriate strategies from various methods of teaching
(C) The best method of teaching
(D) Technology to teach language

298. Which of the following approaches/ methods advocates linguistic competence and performance?

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(A) Communicative approach
(B) Grammar-translation method
(C) Direct method
(D) Structural approach

299. The concept of transformative-generative grammar was given by:
(A) Bruner
(B) Ferdinand Saussure
(C) Noam Chomsky
(D) Piaget

300. A teacher of Class VII while teaching the poem, The Solitary Reaper by William Wordsworth asks children to find how the last words of each line sound. What is she trying to draw the attention of learners to?
(A) Theme of the poem
(B) Spelling of words
(C) Rhyme scheme
(D) Vocabulary

ANSWER KEY

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